

**THE DEVELOPMENTAL SEQUENCES OF ENGLISH NEGATION OF SECONDARY
SCHOOL STUDENTS AT SMK PUTRA BANGSA SALATIGA AND MTS AL USWAH
BERGAS KAB. SEMARANG**



PUBLICATION JOURNAL

**Submitted as a Partial Fulfillment of the Requirements
for Getting Master Degree of Education
in Magister of Language Study**

Written by

INDAH SAFITRI MAHARGIANI
S 200 130 017

**POST GRADUATE
MAGISTER OF LANGUAGE STUDY
MUHAMMADIYAH UNIVERSITY OF SURAKARTA**

2015

**THE DEVELOPMENTAL SEQUENCE OF ENGLISH NEGATION OF SECONDARY
SCHOOL STUDENTS AT SMK PUTRA BANGSA SALATIGA AND MTS AL USWAH
BERGAS KAB. SEMARANG**

PUBLICATION ARTICLE

**Submitted to Fulfill One of the Requirement for the Completion of
Post Graduate Degree in Language Study Program**

Written by

INDAH SAFITRI MAHARGIANI

S 200 130 017

It has been declared eligible

8 June, 2015

Advisor I

A handwritten signature in black ink, consisting of a large, sweeping loop followed by several vertical strokes.

Prof. Endang Fauziati

NIK. 274

Advisor II

A handwritten signature in black ink, featuring a large, stylized 'M' followed by a series of loops and a small 'MP' at the end.

Muamaroh, PhD.

NIK. 769



UNIVERSITAS MUHAMMADIYAH SURAKARTA
FAKULTAS PASCA SARJANA

Sekretariat: Jl.A.Yani Tromol Pos I, Pabelan, Kartasura, Surakarta 57102
Telp. (0271) 717417, 719483 (Hunting), Fax. (0271) 715448
Website: <http://www.ums.ac.id>, E-mail: ums@ums.ac.id

Surat Persetujuan Artikel Publikasi Ilmiah

Yang bertanda tangan dibawah ini pembimbing skripsi/tugas akhir:

Nama : Prof. Endang Fauziati

NIK : 274

Nama : Muammaroh, PhD.

NIK : 769

Telah membaca dan mencermati naskah artikel publikasi ilmiah, yang merupakan ringkasan thesis (tugas akhir) dari mahasiswa:

Nama : Indah Safitri Mahargiani

NIM : S 200 130 017

Program Studi : Bahasa Inggris

Judul Skripsi : "DEVELOPMENTAL SEQUENCE OF ENGLISH NEGATION OF SECONDARY SCHOOL STUDENTS AT SMK PUTRA BANGSA SALATIGA AND MTS AL USWAH BERGAS KAB.SEMARANG"

Naskah artikel tersebut, layak dan dapat disetujui untuk dipublikasikan.

Demikian persetujuan dibuat, semoga dapat dipergunakan seperlunya.

Surakarta, 8 June 2015

Pembimbing I

Prof. Endang Fauziati

NIK. 274

Pembimbing II

Muamaroh, Ph.D

NIK. 769

**THE DEVELOPMENTAL SEQUENCES OF ENGLISH NEGATION OF SECONDARY
SCHOOL STUDENTS AT SMK PUTRA BANGSA SALATIGA AND MTS AL USWAH
BERGAS KAB. SEMARANG**

Indah Safitri Mahargiani

S 200 130 017

Advisor 1:

Prof. Endang Fauziati

Advisor 2:

Muammaroh, Ph.D

ABSTRACT

Safitri, Indah M. “Developmental Sequence of English Negation of Secondary School Students at SMK Putra Bangsa Salatiga and MTs AL Uswah Bergas Semarang Regency”. Thesis. English Department, Graduate School, Muhammadiyah University, Surakarta. 2015.

This research aims to describe the developmental sequences of English negation in Junior and Senior high school students: (1). The development of English negation in nominal sentences, (2). The development of English negation in verbal sentences, and (3). The development of English negation in modal auxiliary sentences of secondary school students.

The research is largely qualitative and cross-sectional study. This study was conducted in SMK Putra Bangsa Salatiga and MTs AL Uswah Bergas Semarang regency, from December 2014 to February 2015. The object of this research was negative sentences were made by seventh, ninth, tenth, and twelfth grade students of MTs AL Uswah Bergas and SMK Putra Bangsa Salatiga.

The data of this research were collected from several techniques including observation, interview, and document analysis. In analyzing qualitative data, the researcher conducted several steps. First, giving a translation test. The students were asked to translate the text in Indonesian

to English. The second is to identify the occurrences of negation. The third, the researcher classify and categorize all the data containing negation obtained from all sources. The forth is the researcher interpret and explain the data through the interpretation of the order of developmental language acquisition. The last step is drawing the conclusion.

The researcher found that there were three stages of development English negation in each kind of sentences. Nominal sentences: stage one “S + no/not + adjectives/adverb”, stage two “S + unanalyzed to be + no/not + adjectives/adverb”, and stage three “S + analyzed to be + no/not + adjectives/adverbs”. Verbal sentences: stage one “S + no/not + verb”, stage two “S + unanalyzed don’t + verb”, and stage three “S + analyzed don’t + verb”. Modal auxiliary sentences: stage one “S + no/not + modal + verb”, stage two “S + don’t + modal + verb”, and stage three “S + modal + not (negation) + verb”.

Keywords: Developmental stages and English negation

ABSTRACT

Safitri, Indah M. “Developmental Sequence of English Negation of Secondary School Students at SMK Putra Bangsa Salatiga and MTs AL Uswah Bergas Semarang Regency”. Thesis. English Department, Graduate School, Muhammadiyah University, Surakarta. 2015.

This research aims to describe the developmental sequences of English negation in Junior and Senior high school students: (1). The development of English negation in nominal sentences, (2). The development of English negation in verbal sentences, and (3). The development of English negation in modal auxiliary sentences of secondary school students.

The research is largely qualitative and cross-sectional study. This study was conducted in SMK Putra Bangsa Salatiga and MTs AL Uswah Bergas Semarang regency, from December 2014 to February 2015. The object of this research was negative sentences were made by seventh, ninth, tenth, and twelfth grade students of MTs AL Uswah Bergas and SMK Putra Bangsa Salatiga.

The data of this research were collected from several techniques including observation, interview, and document analysis. In analyzing qualitative data, the researcher conducted several steps. First, giving a translation test. The students were asked to translate the text in Indonesian to English. The second is to identify the occurrences of negation. The third, the researcher classify and categorize all the data containing negation obtained from all sources. The forth is the researcher interpret and explain the data through the interpretation of the order of developmental language acquisition. The last step is drawing the conclusion.

The researcher found that there were three stages of development English negation in each kind of sentences. Nominal sentences: stage one “S + no/not + adjectives/adverb”, stage two “S + unanalyzed to be + no/not + adjectives/adverb”, and stage three “S + analyzed to be + no/not + adjectives/adverbs”. Verbal sentences: stage one “S + no/not + verb”, stage two “S + unanalyzed don’t + verb”, and stage three “S + analyzed don’t + verb”. Modal auxiliary sentences: stage one “S + no/not + modal + verb”, stage two “S + don’t + modal + verb”, and stage three “S + modal + not (negation) + verb”.

Keywords: Developmental stages and English negation

A. Introduction

Study of developmental sequence of English negation is magnificent to be discuss, so that it is possible to some people to analyze the same issue but the data is variation. Such as Ahmad (2002) taken data from questionnaire, then Joko Kusmanto(2003) taken data from an Indonesian child brought up in Indonesian – English Non-native Parents Bilingual Program (NPBP), and Martha G Irvine (2005) the data was drawn from video recordings of classroom activities in the AdultEnglish for Speakers of Other Languages (ESOL) Lab School at Portland StateUniversity (PSU).

Different with the previous studies, Chik (2009) and Triarisanti (2013) conduct the research to investigate the interlanguage of English negation and their developmental sequence of negation go through in acquiring English negation. The object of this study are seventh, ninth, tenth, and twelfth grade of secondary school students.

Second language acquisition refers to the process of learning another language after the native language has been learned. The second language is commonly referred to as the L2. Furthermore, Loewen and Reinders (2011) state that the order of acquisition represent a developmental of L2 learning similar to developmental squence. However, the order of acquisition relates to the learning of different syntactic and morphological structures, whereas developmental squence relates to the acquiring one spesific morphosyntactic features, such as English negation.

Some studies concerning negatives acquisition in English and German provide evidence of a clear sequence of development (Meisel, 2011). Each of these sequences is defined in term of grammatical properties, such as negation, which have been acquired during the period. Ellis (1996) state that the acquisition of negation shows clear transitional structure which involve a series of forms that learners use to master the target language form.

Lightbrown and Spada (1999) have observed the developmental sequence of negation. They stated that there are four stages in the developmental sequence of negation; stage one is the negative particle (no or not), stage two is the negative element don't, stage three is the negative element is positioned after auxiliary verbs (are, is, etc.) and modals (can, etc.), and the last stage four is the negative element don't is marked for person, number and tense. (Lightbrown & Spada 1999).

Based on the explanation above, this study aims to describe the developmental sequences of negation by junior and senior high school students. It is worth studying because as Meisel (2011) state that it constitutes strong empirical evidence in support of the claim that structure of negation is indeed acquired in a strictly ordered fashion.

B. Theoretical Foundation

1. Second Language Acquisition

Second Language Acquisition refers to “the ways in which any learner, child or adult learn a second or foreign language. The learning may take place in tutored or untutored environment, and in second or foreign language setting” (Nunan, 1991:1). In this context ‘second’ can refer to any language that is learned subsequent to the mother tongue or native language. This is in accord with Ellis’s statement which says that second language acquisition is “the way in which people learn a language other than their mother tongue, inside or outside of a classroom; and second language acquisition is the study of this” (Ellis, 2000:3).

Basically second language acquisition has two major goals, namely description and explanation. Descriptive goal is to identify how learners acquire a second language (Ellis, 2004: 4). It means to find out what learners actually do when they try to learn an L2 by collecting samples of learners’ language from their speech and writing. The second is explanation, that is “to identify the external and internal factor that account for why learners acquire an L2 in the way they do (Ellis, 2004:4). External

factors may include social environments as well as the language input itself. Whereas, the internal factors may comprise the learner's cognitive mechanism, the learner's mother tongue, and learner's learning strategies (Fauziati, 2009:88).

The goals of SLA are to describe how L2 acquisition proceeds and to explain this process and why some of learners seem to be better at it than others (Ellis, 1986:200). To reach the intended goal some principles of SLA have been proposed.

2. Developmental Stages of SLA

Second-language acquisition assumes knowledge in a first language and encompasses the process an individual goes through as he or she learns the elements of a new language, such as vocabulary, phonological components, grammatical structures, and writing systems.

a. Hayne's Perspective (1997)

All new learners of English progress through the same stages to acquire language. However, the length of time each students spends at a particular stage may vary greatly.

Stage one: Pre-production

Stage two: Early Production

Stage three: Speech Emergence

Stage four: Intermediate Fluency

Stage five: Advance Fluency

b. Krashen's Perspective (1998)

Proponents of second language acquisition theories, including Oliveri and Judie Haynes, another ESL teacher with 28 years of experience, identify five distinct stages of second language acquisition as originally espoused by linguist Stephen Krashen. These include the following:

Stage one: Silent/Receptive

Stage two: Early production

Stage three: Speech Emergence

Stage four: Intermediate fluency

Stage five: Continued language development/advanced fluency

3. Negation

In the few systematic studies devoted to the semantic development of negation, several meanings of negation have played central roles. An influential tripartite division was proposed by Bloom (1970, p.173):

1). Nonexistence, where referent was not manifest in the context, where there was an expectation of its existence, and it was correspondingly negated in the linguistic expression.

2). Rejection, where the referent actually existed or was imminent within the contextual space of the speech event and was rejected or opposed by the child.

3). Denial, where the negative utterance asserted that an actual predication was not the case.

One of the earliest study about the acquisition of negation in child L2 acquisition is reported by Ravem (1968, reprinted in Richard 1974). The basis of his data is from Rune a six years old Norwegian-speaking child, Ravem investigated the developmental of negation. His study employed two types of data, one involving spontaneous production data and the other a translation task (Haznedar, 1997).

A more complex approach to the acquisition of negation is exemplified in the work of Henning Wode. His overall purpose was to characterize the nature of naturalistic L2 acquisition within an integrated theory of language acquisition (Wode, 1981, p. 91). He aimed to derive a sequence of acquisition for negation that would be universal for L1 learning, for L2 learning, and for different language. He state that there are four stages in developmental stage in negation. It will be explain by the writer in developmental sequence of negation below.

4. Developmental Stages of Negation

The concept of developmental stages (within the field of interlanguage) in the acquisition of English is interesting because it is useful to the future teaching career. Understanding these stages can inform teaching because “if teachers knew the order in which students naturally tend to learn language structures, they could work with the process” (Dulay, Burt, & Krashen, 1982), instead of working independently of the process. Learner language can be mystifying if one does not have an overall idea of the steps learners go through. And, “knowing more about the development of learner language helps teachers to assess teaching procedures in the light of what they can reasonably expect to accomplish in the classroom” (Lightbown & Spada, 2003, p.71).

a. Wode (1977)

A more complex approach to the acquisition of negation is exemplified in the work of Henning Wode. Wode (1977) proposed to cover five early stages for the acquisition of negation systems in natural languages. He used data from different languages, mainly English, German, and Swedish. He established the following sequence:

Stage one: Anaphoric negation

Stage two: Non-anaphoric external negation

Stage three: Internal “be” negation.

Stage four: internal full verb negation, and “don’t” imperative

Stage five: Suppletive non-imperative “do”.

b. Cancino et al, Rosansky and Schuman (1978)

The study by Cancino et al. (1978) stated that second language learners of English acquire sentential negation systematically. This research collected longitudinal data from six Spanish speakers and suggested there were several stages in the development of negation. Based mainly on Cancino et al. (1978:210-211), Hawkins (2001) illustrated the four stages of development in the acquisition of English negation by Spanish speakers.

Stage one: no/not + verb
Stage two: don't + verb
Stage three: aux + negation
Stage four: analysed don't + verb

c. Milon (1974)

Milon divides the data into three stages. The stages are described in the following examples:

Stage one, example: No my turn. No more sister. (Milon, 1974: 139)

Stage two, example: I not going Japan. I not giving you candy. (Milon, 1974: 140)

Stage three, example: I never saw yours. Ex: You don't play. (Milon, 1974: 142)

d. Eubank (1987)

He studied the acquisition of German negation by six classroom learners over nine months. German differs from English because negation with full verbs follows object NPs and some adverbs in the sentence. Related the effects of native language on L2 production in relation to syntax of German and English based on data described in Wode (1981). Eubank's used Wode's three stages but addressed them syntactically:

Stage one: (phrasal negation: no/not) – no catch up, no car

Stage two: Negation with non-thematic be: lunch is no ready, that's not good.

Stage three: Negation with thematic verbs: John go not to school.

Example: *You not shut up. You have a not fishing pole.*

Hit it not over the fence.

e. Klima & Bellugi (1966)

Proposed that children go through an initial stage in which sentential negation is external. According to this proposal, a sentence such as the now famous (1a), no the sun shining, means the sun is not shining, with the negative wrongly located in sentence-initial position. According

to Klima and Bellugi (1966), children acquire negation in English in three stages. The stages are described in the following table:

Stage one: Place the negator (e.g., no, not) whether before or after the rest of the utterance.

Stage two: The negator is placed inside the utterance between the subject and verb. The auxiliary (e.g., is, are, do) is still absent.

Stage three: Some auxiliaries are present. The negator is correctly placed to the right of the auxiliary.

f. Hyltenstam (1977)

Hyltenstam used a different approach from those seen so far, which is taken up in work. A group comprising 160 adults who had been studying Swedish for three weeks had to insert the negative element into sentences either before the verb or after. The sequence of negation put in linear form is then:

Stage one: Neg + Verb (main)

Stage two: Aux + Neg (main)

Stage three: Verb + Neg (main)

Stage four: Neg + Aux (subordinate)

Stage five: Neg + Verb (subordinate)

g. Stauble (1977, 1978)

Stauble (1981) in relation to the developmental sequence of negation. there are four major stages that learners go through in the mastery of the english negative construction. These are:

Stage One: External placement of the negator

Stage Two: Internal or pre-verbal placement of the negator

Stage Three: Auxiliary plus negator

Stage Four: Analysed use of “don’t”.

h. Lightbrown & Spada (1999)

Lighbrown and Spada proposed four stages in the developmental sequence of negation have been observed:

Stage one: The negative particle (no or not) is positioned before the verb or thing being negated. Examples: *No cake. No have money. I not understand.*

Stage two: The negative element don't is used but not marked for person, number or tense and is even used before modals. Examples : *She don't like me. I don't can drive.*

Stage three: The negative element is positioned after auxiliary verbs (are, is, etc.) and modals (can, etc.) However, the negative element don't is used and continues to be unmarked for person, number or tense. Examples: *You cannot see it. She was not happy. He don't understand.*

Stage four: The negative element don't is marked for person, number and tense. However, the auxiliary and the verb may both be marked for person, number and tense. Examples : *She doesn't understand. We didn't go to the zoo.*

C. Research Method

This study is largely qualitative and cross-sectional study. The aim of this study is to describe and follow the developmental sequence in detail, a longitudinal approach, i.e., a case study design, rather than a cross-sectional approach has been selected as the most appropriate by a number of researchers(e.g., Schumann, 1979; Wode, 1978, 1981). Cross-sectional studies can provide, at the best, accuracy order obtained by a larger sample but only one-off scores at a certain point in time (Iwasaki, 2004).

The subjects of this study are seventh and ninth grade students of MTs AL Uswah Bergas, and also tenth and twelfth grade students of SMK Putra Bangsa Salatiga. Each class consists of thirty students. The source of the data is students' translation test of MTs AL Uswah Bergas and SMK Putra Bangsa Salatiga that be held in three times.

In analyzing the data, this study will take several steps. The first is collecting the data. The researcher collected the data by giving a test, the form is translation test. The second is to identify the occurrences of

negation. The researcher give a test to the participants and the form of the test is translation test. The researcher asked to the students to translate indonesian sentences into English in negative form. The third, the researcher classify and categorize all the data containing negation obtained from all sources by using the stage of developmental sequence of negation for L2 proposed by Cancino, Rosansky, & Schumann, 1978; and Stauble, 1978. The sequences include four stages. The forth is the researcher interpret and explain the data through the interpretation of the order of developmental language acquisition. In the case of developmental sequence of negation analysing. The last step is drawing the conclusion. The resarcher make conclusion from the result of the analysing data.

D. Finding and Discussion

1. The Developmental Sequence of English Negation in Nominal Sentences

a. The data from seven grade students

After we analyzed the data, it is found that almost the seven grade students are able to produce negation. However, their production reflect an interlanguage. The total number of seven grade students are 30 students. 85% of students' sentences used "not/no + noun/adjective, and the rest 10% used to be (is, am, are, was, were) + not + noun/adjective.

b. The data from nine grade students

After we analyzed the data, it is found that almost the nine grade students are able to produce negation. However, some of their production reflect an interlanguage. The total number of nine grade students are 30 students. 90% of students' sentences applied "to be (is, am, are, was, were) + not + noun/adjective" but still can not applied be present (is, am, are) and be in past tense (was, were). The rest 10% of students are accurate or grammatically correct.

c. The data from ten grade students

The third group is ten grade students, in this part we could see that learners using more complex negative sentences, using more copula Be verb beside the correct sentences. Again in this part the major kind of negative utterances used by the learners is analyzed Be + Not + Noun/Adjective.

It is found that almost the ten grade students are able to produce negation. However, some of their production still reflect an interlanguage. The total number of nine grade students are 30 students. 80% of students' sentences applied "to be (is, am, are, was, were) + not + noun/adjective" but still can not applied be present (is, am, are) and be in past tense (was, were). The rest 20% of students are accurate or grammatically correct.

d. The data from twelve grade students

Difference with other class before, the twelfth grade students have significant respon. The longer length of studying English in the school could have improve their English throught exposure to the second language acquisition. It can bee seen in their negative sentences (Subject + analyzed Be + not + noun/adjective). We can say that they are at the stage three because they can analyze which copula Be correctly and there is not negative sentence with form No/not + noun/adjective again.

From the result above we can formulate the developmental stages of nominal sentences in three stages; stage one no/not + noun/adjective, stage two unanalyzed Be + not + noun/adjective, stage three analyzed Be + not + noun/adjective (no + noun/adjective disappear). As the result:

Class seventh : "The house not wide and big"

Class ninth : "The house is not wide and big"

Class tenth : "Mr.Chandra is not at home yesterday"

Class twelve : "Mr.Chandra was not at home yesterday"

It can be conclude that these students go through all the stages in acquiring English negation. It could be said that from the seventh grade to twelfth grade have development in stages of English negation in nominal sentences. The development of negation acquisition is evidenced in this study because the acceptable negation slightly improve from the first period to third period.

2. The developmental sequence of English negation in verbal sentences

a. The data from seventh grade students

Based on the data, we can say that all seventh grade students at the first stage. From their sentences, we conclude that first language influence appears in later stage of L2 acquisition, but not in the earliest ones. In Indonesian structure, the marker of negation is placed before verb without auxiliary verb like *do/does*, but in English, negation requires *do* support.

b. The data from ninth grade students

From the data, it could be seen that the nine grade students have got *don't* support, but they don't reliaze about unmarked for the third person singular. Example : "My father do not wash his car" it should be *My father does not wash his car*. From that result above we can conclude that they are at stage two, where the form is **Unanalyzed don't + verb** according to Cancino, Rosansky, & Schumann, 1978; Stauble, 1978 theory.

c. The data from tenth grade students

From the data, we could see the ten grade have not developed yet significantly. It can be proved in sentence #2 "The football player was not play well" (AP). It can be conclude that the ten grade students are at stage two in developmental stage of English negation.

Based on the explanation, It can be conclude that the ten grade are still in stage two. According to Cancino, Rosansky, and Schumman (1978) the formulate of stage two is no(t) + thematic verb (unanalyzed don't + verb) example "He don't see the frog".

d. The data from twelfth grade students

Based on the data, according to Cancino's theory stated that they are at the stage three "Analyzed don't + verb". Their data showed that the formulate of negative sentence that they made is Analyzed Do + not + verb (no/not + verb disappear).

From the result above we can formulate the developmental stages of verbal sentences in three stages; stage one no/not + verb, stage two don't + verb (unanalyzed do + not + verb), stage three analyzed do + not + verb (no/not + verb was disappear). As the following results:

Class seventh : "My father no wash car" (stage 1)

Class ninth : "My father do not wash his car" (stage 2)

Class tenth : "I'm not speaking to teacher now" (stage 3)

Class twelfth : "Andira does not believe with that news" (stage 4)

After we analyzed all the data, we can conclude that these students go through all the stages in acquiring English negation in verbal sentences. It could be said that from the seventh grade to twelfth grade have development in stages of English negation in verbal sentences.

3. The developmental sequence of English negation in modal auxiliary sentences

a. The data from seventh grade students

The result of negative sentences of junior high school students showed that they still got influence from their first language. The structure of Indonesian sentence showed that the

position of not is before modal and followed by verb (S + not + modal + verb but in English the form is S + modal + not + verb).

It can be concluded that the seven grade students are on stage one. Because their formulate of sentence is “S + no/not + modal (can, may, will, etc) + verb. After we analyzed the data, it is also found that almost the seven grade students are able to produce negation. The total number of seven grade students are 30 students. 80% of students’ sentences used “S + not/no + modal (can, may, will, etc) + verb”, and the rest 20% used “S + don’t + modal (can, may, will, etc) + verb”.

b. The data from ninth grade students

Different with class seventh before, the data from ninth grade has different significantly. After we analyzed the data the formulate of negation sentences in modal auxiliary are made by nine grade student is “S + don’t + modal (can, may, will, etc) + verb”.

Based on the data above, we can said that according to Cancino’s theory (1987) the nine grade students are in the stage two, with the formulate is “S + to be + not + modal auxiliary + verb”.

c. The data from tenth grade students

As the result of the data we could see the differences of the result from seventh to ten grade students. The formulate of negative sentences of modal auxiliary sentences are “S + modal (can, may, will, etc) + negation + verb”.

From the data, it can be concluded that the ten grade students are on stage three. Because their formulate of sentence is “S + modal auxiliary + not + verb” (no + verb disappear). From total amount of ten grade students, 70% of of students’ sentences used “S + modal (can, may, will, etc) + negation + verb”, and the rest 30% used “don’t + modal (can, may, will, etc) + negation +

verb”. And they still unrealized about modal in present form and past form.

d. The data from twelfth grade students

The twelfth grade students are on stage three. Because their formulate of sentence is “Analyzed modal auxiliary + not + verb” (no + verb disappear). The total number of twelfth grade students are 30 students. 85% of students’ sentences used “can (modal) + negation + verb”, and the rest 15% used “don’t + can + negation + verb”. Here the students of twelfth grade have known and analyzed the modal in present form and past.

From the result above we can formulate the developmental stages of modal auxiliary sentences in three stages; stage one no/not + modal (can, may, will, etc) + verb, stage two don’t + modal (can, may, will, etc) + verb (unanalyzed modal), stage three analyzed modal (can, may, will, etc) + not + verb (no/not + verb was disappear). As the following results:

Class seventh : “We not can sleep lastnight” (stage 1)

Class ninth : “I don’t must come on time” (stage 2)

Class tenth : “You may not bring mobile phone in class”
(stage 3)

Class twelfth : “We could not sleep last night” (stage 4)

E. Conclusion

In conclusion, The researcher found that there were three stages in each kind of sentences. Nominal sentences: stage one “S + no/not + adjectives/adverb”, stage two “S + unanalyzed to be + no/not + adjectives/adverb”, and stage three “S + analyzed to be + no/not + adjectives/adverbs”. Verbal sentences: stage one “S + no/not + verb”, stage two “S + unanalyzed don’t + verb”, and stage three “S + analyzed don’t + verb”. Modal auxiliary sentences: stage one “S + no/not + modal + verb”, stage two “S + don’t + modal + verb”, and stage three “S + modal + not (negation) + verb”.

From all explanations above, the developmental stages in nominal, verbal, and auxiliary sentences we can conclude that there is nothing incompatible in the assumption that both UG and first language grammar are implicate. It means that the learners are in interlanguage condition in which their mental grammar are affected by their first language. Thus it is normal and acceptable if the learners have some mistake in making negative sentence in this study.

BIBLIOGRAPHY

- Bloom, L. (1970). *Language Development: Form and Function in Emerging Grammars*. Cambridge, Mass: MIT Press.
- Brown, R., Cazden, C., & Bellugi, U. (1973). The Child's Grammar from I to III. In C. A. Ferguson & D. I. Slobin (Eds.), *Studies of Child Language Development* (pp. 295-333). New York: Holt, Rinehart and Winston, Inc.
- Bryman, C. (2008). *Qualitative Research Design: An Interactive Approach*. California. Sage Publication
- Cancino, H., Rosansky, E., and Schumann, J. (1978). *The Acquisition of English Negative and Interrogatives by Native Spanish Speakers*. In E. Hatch (ed). *Second Language Acquisition* (Rowley, Mass: Newbury House) pp 207-30
- Chomsky, N. (1981). Principles and parameters in syntactic theory. In Horenstein. and Lighfoot. D., editors, *Explanation in Linguistic*. London. Longman
- Cook, Vivian. (1993). *Linguistics and Second Language Acquisition* (pp 36-44). Palgrave. New york.

- Creswell, J. W. (2008). *Educational Research: Planning, Conducting and Evaluating Quantitative and Qualitative Research. Third Edition*. New Jersey: Merrill prentice Hall
- Dopke, S. (1998). Can The Principle of one person – one language be disregarded as unrealistically elitist? *Australian Review of applied Linguistics*. Vol 21(1). pp 41-56
- Dulay, Heidi, M. B., and Krashen, S. D. (1982). *Language Two*. New york: Oxford University Press.
- Ellis, R. (1988). *The Effects of Linguistic Environment on the SLA of Grammatical Rules*. *Applied Linguistics*. 9(3). pp 257-73
- Ellis, R. (1986). *The Study of Second Language Acquisition*. Oxford: Oxford University Press.
- Ellis, R. (2000). *SLA Research and Language Teaching*. Oxford: Oxford University Press.
- Eubank, L. (1987). *The Acquisition of German Negation by Formal Language Learners*. In Cook, V. (eds), *Linguistic and Second Language Acquisition*. (New york: Palgrave)
- Fauziati, Endang. (2009). *Readings on Applied Linguistics: A Handbook for Language Teacher and Teacher Researcher*. Published Era Pustaka Utama.
- Fauziati, Endang. (2010). *Teaching English As A Foreign Language (TEFL)*. Published Era Pustaka Utama.
- Hyltenstam, K. (1977). *Implication Pattern in Interlanguage Syntax Variation* *Language Learning*. 27(2). pp 383-411

- Irvine, Martha G. (2005). *Developmental Stages Of Negation In One Learner's Interlanguage*. Thesis. Portland State University
- Iwasaki, J. (2004). *The Acquisition of Japanese as a Second Language and Processability Theory: A Longitudinal Study of a Naturalistic Child Learner*. Unpublished thesis, Edith Cowan University.
- James, C. (1980). *Contrastive Analysis*. New York: Longman.
- Klima, E. S., & Bellugi, U. (1966). *Syntactic Regularities in the Speech of children*. In J. Lyons & R. J. Wales (Eds.), *Psycholinguistic Papers: The Proceedings of the 1966 Edinburgh Conference* (pp. 183-219). Edinburgh: Edinburgh University Press.
- Krashen, S. D. (1981). *Second Language Acquisition and Second Language Learning*. California: Pergamon Press Inc.
- Kusmanto, Joko. (2003). *The Acquisition of English Negation 'No' and 'Not': Evidences from an Indonesian Child in Non-Native Parents Bilingual Program*. Journal. Universitas Kristen Petra
- Lightbown, P. M., & Spada, N. (2003). *How Languages are Learned* (Second ed.). Oxford: Oxford University Press.
- Meisel, J. M. (2011). *First and Second Language Acquisition: Parallels and Differences*. Cambridge University Press
- Milon, J. P. (1974). *The Development of Negation In English by a Second Language Learners*. TESOL Quarterly. 8(2). pp 137-43
- Nunan, David. (1991). *Language Teaching Methodology*. New York: Prentice Hall.

- Rakhmania, Rita. (2011). *A Comparison Between English And Indonesian Negation Markers: A Syntactic Study*. Research paper. Universitas Gunadarma
- Ravem, R. (1968). *Language Acquisition in a Second Language Environment*. IRAL, 6(2) pp 165-85; reprinted in Richards (ed). (1974)
- Schumann, J. H. (1979). *The Acquisition of English Negation by Speakers of Spanish: A Review of the Literature*. In R. W. Andersen (Ed.), *The Acquisition and Use of Spanish and English as First and Second Languages* (pp. 3-32). Washington, D.C.: Teachers of English to Speakers of Other Languages.
- Selinker, L. (1974). Interlanguage. In J. C. Richards (Ed.), *Error Analysis: Perspectives on Second Language Acquisition* (pp. 31-54). London: Longman.
- Stauble, A. M. (1984). A Comparison of a Spanish-English and Japanese-English Second Language Continuum: Negation and Verb Morphology. In Cook, V. (1993). *Linguistics and Second Language Acquisition* (pp 36-44). Palgrave. New york.
- Wan Chik, S. (2009). *The Acquisition Of Negation By Malay Esl Learners*. Thesis. Universiti Putra Malaysia
- White, Lidya. (1998). *Universal Grammar and Second Language Acquisition: The Nature of Interlanguage Representation*. Paper. McGill University.
- Wode, H. (1978). *Developmental Sequences in Naturalistic L2 Acquisition*. In E. M. Hatch (Ed.), *Second Language Acquisition* (pp. 101-117). Rowley: Newbury House Publishers, Inc.
- Wode, H. (1977). *Four Early Stages in the Development of L1 Negation*. Journal of Child Language. 4. pp 87-102

VIRTUAL REFERENCES

- Ahmad, Kay. (2002). *Don't Just Say "No": Developmental Sequence Of Negation*. American University Retrieved April 12, 2014.
<http://www.american.edu/cas/tesol/pdf>
- Gilkerson, jill. Hyam, Nina. And Curtis, Susan. (2003). *On the Scope of Negation More Evidence for Early Parameter Setting*. Retrived from:
<http://ir.csu.edu.tw/dspda/bifstream/975475/1pdf>. Accessed wednesday 10.12 a.m 15 January 2015
- Hui, Yan. (2010). *The Role of L1 Transfer on L2 and Pedagogical Implications*. Retrived from
<http://www.cscanada.net/index.php/css/article/viewFile/j.css.1923669720100603.012/1098> accessed May 27, 2015
- Haynes, Judie. (2012). *Stages of Second Language Acquisition*. Retrieved from:
<http://www.everythingESL.net>. Accessed Tuesday 11.34 a.m 14 January 2015
- Iwasaki, J. (2004). *The Acquisition of Japanese as a Second Language and Processability Theory: A Longitudinal Study of a Naturalistic Child Learner*. Unpublished thesis, Edith Cowan University. Retrived from:
<https://escholarship.org/uc/item/5rg0f3q4> September 24, 2014.
- Khemlani, Sangeet. (2012). *Negation: A Theory of Its Meaning, Representation, and Use*. Retrived from:
<http://mentalmodels.princeton.edu/papers/ssk/ssk2012negation.pdf>
- Ruiz, Yolanda de Zarobe. (2002). *Instruction and Age in The Acquisition of Negation in English as a Third Language*. Retrieved from:
<http://ling.auf.net/lingbuzz/001053/current.pdf>
- Terunuma, Akiko. (2010). *The Acquisition of Negative Sentences Containing a Quantified Noun Phrase: Relative Scope and Implicatures in Child*

Grammar. Retrived from <http://repository.dl.itc.u-tokyo.ac.jp/dspace/bitstream/2261/54882/1/lr026007.pdf>

Triarisanti, Rita. (2013). *Developmental Sequence Of Negation By Learners Of Elf*. Thesis. Universitas Pendidikan Indonesia. Retrived from: <http://repository.upi.edu/4565/pdf>

Wan Chik, S. (2009). *The Acquisition Of Negation By Malay Esl Learners*. Thesis. Universiti Putra Malaysia. Retrived from http://psasir.upm.edu.my/577/1/A_FBMK_2009_8.pdf accessed 27 December 2014

White, Lidya. (2003). *Second Language Acquisition and Universal Grammar*. Retrived from: <http://www.nflrc.hawaii.edu/networks/NW09/white.pdf>

Yazdfazeli, Maliheh. (2014). *Performance of Negative Sentences with Regard to Learners Proficiency Levels*. Retrieved from: <http://ijmcr.com/wpcontent/uploads/2014/05/Paper7549-554.pdf> accessed 7 January 2015